DOCUMENT RESUME

ED 323 370 CE 055 763

TITLE	Parents and Children Together (PACT). Process and Product Evaluation Report 1989-90.
INSTITUTION	Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE	Aug 90
NOTE	34p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Adult Basic Education; *Adult Students; *Intergenerational Programs; Outcomes of Education; *Parent Education; *Preschool Children; Preschool Education; *Program Effectiveness; Program Implementation; Program Improvement; Student Participation
IDENTIFIERS	*Michigan (Saginaw)

ABSTRACT

Implemented in September 1989, the Parents and Children Together project was intended to engage approximately 30 adult basic education (ABE) students in schooling to improve their skills as learners and, at the same time, involve them in the learning activities of their preschool children. A process and product evaluation was carried out on the project. The process evaluation was an ongoing monitoring activity that took place while the project was being conducted; it attempted to determine if the project was being implemented as planned, whereas the product evaluation attempted to determine if the four project objectives were met. The process evaluation showed that 24 ABE students and their preschool and elementary school children participated; and it uncovered problems in central site location, development of instruments for measuring project goals, and recordkeeping procedures. The product evaluation showed questionable success. Of the five objectives, one was met (75 percent of the preschoolers attained 75 percent of school readiness skills), one was partially met (an incentive program to promote attendance was developed), and three were not met (delivery of reading and mathematics instruction to ABE students, use of tutors to assist ABE students, and development of parenting skills). Recommendations were made to solve the transportation, day care, and other needs that participants in such programs typically have. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED323370

EVALUATION REPORT

PARENTS AND CHILDREN TOGETHER (PACT)

PROCESS AND PRODUCT EVALUATION REPORT

1989-90

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R N Claus

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

CE 055 763

PARENTS AND CHILDREN TOGETHER (PACT)

PROCESS AND PRODUCT EVALUATION REPORT

1989-90

An Approved Report of the
DIVISION OF ADMINISTRATION AND PERSONNEL
Department of Evaluation, Testing, and Research

Joseph S. Miller, Ed.D.
Research/Evaluation Specialist

Barry E. Quimper, Director
Evaluation, Testing & Research

Richard N. Claus, Ph.D.
Manager, Program Evaluation

Dr. Foster B. Gibbs, Superintendent and
Dr. Jerry R. Baker, Assistant Superintendent
for Administration and Personnel
School District of the City of Saginaw

August, 1990

TABLE OF CONTENTS

	Page
INTRODUCTION	1
OBJECTIVES	2
TARGET POPULATION	9
OPERATION OF PROGRAM	10
EVALUATION	12
FINDINGS AND CONCLUSIONS	13
RECOMMENDATIONS FOR DISSEMINATION	15
PRODUCTS	16
BUDGET	17
APPENDICES	18
Appendix A: Match of Prekindergarten Saginaw Objective Referenced Test (PK-SORT) to Like Items on the Child Assessment Form (CAF)	19
Appendix B: The Affective Rating Scale--Adult Form	24

LIST OF TABLES

Table		Page
1	Summary of Number and Percent of P.A.C.T. Pupils Attaining Objectives of the Prekindergarten Sort Cognitive and Psychomotor Subtests, May, 1990	5
A.1	Match of Prekindergarten Saginaw Objective Referenced Test (PK-SORT) to Like Items on the Child Assessment Form (CAF) . . .	19

INTRODUCTION

The School District of the City of Saginaw implemented a Parents and Children Together (PACT) Adult Education Special Experimental Demonstration Project (Section 353) in September, 1989. The project was intended to engage approximately thirty adult basic education (ABE) students in schooling to improve their skills as learners and at the same time, involve these parents in the learning activities of their preschool children.

The focus of the program was on the needs of the adult basic education students. These students received reading, math, Michigan Life Role Competencies (MLRC) and parenting instruction. Their own preschool children received preschool service concurrently at the same school site. In addition to their own schooling, the parents worked directly in the preschool classroom with their own children, enabling the parents to receive guided practice in parenting skills.

The project recruited thirty-three ABE parents and thirty-five school age children. Of these thirty-three ABE students, nine did not participate in the program for a long enough period to be included in this evaluation report. Of the remaining twenty-four ABE students, fourteen had preschool children who participated in the program. These are the only individuals who will be considered as having full participation. Since the project proposal called for the participation of parents of preschool children, this evaluation report will focus only on these fourteen ABE students and their preschool children. These twenty-eight students will be referred to as the project participants.

OBJECTIVES

This portion of the evaluation focuses on the outcomes of activities that were based on the project goals and objectives. This section will enumerate the goals and objectives of the project.

1. GOAL: To increase the basic skills level of parents of preschool children.

   1.1 Objective: Parents of preschool children will receive reading, math, Michigan Life Role Competencies (MLRC) instruction, including employability skills.

   1.2 Objective: To use volunteer tutors to assist the ABE students in becoming more literate.

2. GOAL: To develop school readiness skills for disadvantaged four-year-olds.

   2.1 Objective: Preschool participants will acquire school readiness skills in the areas cognitive, psychomotor and affective development.

3. GOAL: To increase parenting skills of parents of preschool children.

   3.1 Objective: Parents of preschool children will develop a knowledge of parenting skills and techniques.

4. GOAL: To encourage good attendance for both parents and students.

   4.1 Objective: To develop an incentive program to promote good attendance.

Each of the above project objectives will be examined individually, with the outcomes and explanations of each presented below.

1.1 Objective: Parents of preschool children will receive reading, math, Michigan Life Role Competencies (MLRC) instruction, including employability skills. To meet this objective, it is expected that 75% of the student will obtain 75% of their individually selected objectives.

The school records of the ABE students in this project indicate that seven of the fourteen or 50% of the students obtained 75% of their selected objectives. This objective was not met.

Several reasons for this non-attainment were identified. First, the entry level skills of participants were very low. Second, non-attendance was a major problem for a number of students. It is important to note that of those students who did not meet their objectives, they nevertheless made significant progress. One student mastered the required work and testing to complete the ABE program and entered a high school completion program.

There were ten ABE students with school age children, but not pre-schoolers, who were brought into the project learning activities. While not included in the above evaluation statement, of these students, five of the ten or 50% also attained 75% of their objectives.

1.2 Objective: To use volunteer tutors to assist the ABE students in becoming more literate. To meet this objective, it is expected that tutoring would be provided for each student for one hour per week.

Only one student received tutorial services. This objective was therefore not met.

A cadre of trained tutors was available to the ABE students. For one reason or another, the project participants resisted this approach to improve their skills. The project staff was able to convince one student to accept tutorial help. In terms of academic skills, this student was the lowest functioning of the project participants.

2.1 Objective: Preschool children acquire school readiness skills in the areas of cognitive psychomotor and affective development. To meet this objective, 75% of the students must master 75% of the objectives on the Prekindergarten Saginaw Objective Referenced Test (PK-SORT). On the Affective Rating Scale (ARS), 75% of the students must attain an average score of 2.5 or better. It was further expected that 60% of the ABE parents would take part in at least four major classroom activities with their children.

The Head Start program utilized the Child Assessment Form (CAF), their own school readiness instrument, in place of the PK-SORT. The Head Start site provided CAF data for all ten of its project participants. The objectives on the CAF were converted to match the objectives on the PK-SORT (see Appendix A for this matching) so that a uniform evaluation could be done on the school readiness of all project participants. Three of the four project participants from the regular preschool site were also tested. As a group, these thirteen participants or 100% of those tested, demonstrated mastery on eleven of thirteen or 85% of the school readiness objectives.

Table 1 illustrates the post-test performance of the project participants on the PK-SORT objectives.

TABLE 1. SUMMARY OF NUMBER AND PERCENT OF PACT PUPILS ATTAINING OBJECTIVES OF THE PREKINDERGARTEN SORT COGNITIVE AND PYSCHOMOTOR SUBTESTS MAY, 1990.

Obj. #	Objective Description	Standard	Pupils			Attainment of Objective
			Tested #	Attaining Standard #	%	
1	Physical Knowledge	80% of the pupils will correctly respond to 2 of 3 related items	13	11	84.6	Yes
2	Social Knowledge	80% of the pupils will correctly respond to at least 3 of 4 related items	13	13	100.0	Yes
3	Knowledge: Classification	50% of the pupils will apply 2 criteria for sorting	13	11	84.6	Yes
4	Knowledge: Logical-Mathematical -Seriation	70% of the pupils will answer at least 1 of 2 related items	13	12	92.3	Yes
5	Spatio-Temporal Knowledge: Structure of Time	50% of the pupils will respond correctly to at least 50% of the items	13	8	61.5	Yes
6	Expressive Language: Labeling	85% of the pupils will label at least 4 objects in a picture	13	13	100.0	Yes
7	Expressive Language: Mean Length of Utterance	80% of the pupils will use a sentence of 5 or more words	13	13	100.0	Yes
8	Expressive Language: Semantics	65% of the pupils will use at least 3 of 5 elements of fluency	13	13	100.0	Yes
9	Expressive Language: Plot Extension/ Expansion	50% of the pupils will use at least 1 element of plot extension in their description	13	7	53.8	Yes
10	Fine Motor Coordination	80% of the pupils will perform at least 3 of 4 activities	13	11	84.6	Yes
11	Spatio-Temporal Knowledge: Structuring of Space (Order)	65% of the pupils will correctly pattern a topological relationship	13	11	84.6	Yes
12	Representation at the Symbol Level: Specific Shapes	65% of the pupils will copy 3 of 4 shapes	13	6	46.2	No
13	Gross Motor Coordination	80% of the pupils will complete at least 3 of 4 movements	13	11	84.6	Yes

The above table illustrates the performance of the fourteen project preschool participants on the PK-SORT. In the areas of social knowledge, expressive language: labeling, mean length of utterance, and semantics, 100% of the project participants mastered the objectives. These areas represent strengths in student performance. The area of representation at the "symbol level: specific shapes" is an area of weakness, with only 46.2 of the students mastering the objectives. Project particpants met the minimal mastery level on all of the remaining objectives.

The following chart represents a frequency distribution of individual student performance on the PK-SORT. The broken line represents the minimum mastery level.

Number of Objectives Mastered	Percent of Mastery	Number of Students Mastering Objectives
14	100.0	0
13	92.9	4
12	85.7	3
11	78.6	1
10	71.4	3
9	0.0	0
8	57.1	1
7	0.0	0
6	0.0	0
5	35.7	1
4	0.0	0
3	0.0	0
2	0.0	0
1	0.0	0

As can be seen from the above frequency, eight of thirteen*, or 62% of the four-year-olds participating in the project achieved an acceptable level of school readiness by the end of the project.

*One project participant was not tested and no judgements can be made about that student's progress.

The Head Start site did not use the ARS as a post-test so no information is available on these students. The regular preschool program provided the ARS results on only one of the program participants from that site. That one student achieved a average score of 3.4, which was considerably above the 2.5 score established for demonstrating adequate progress on the ARS.

In the area of parent participation, 100% of the parents met the standard of participation in at least four major school activities.

Given the above results, except in the area of affective development, it can be stated that this objective has been met.

3.1 Objective: Parents of preschool children will develop a knowledge of parenting skills and techniques. To meet this objective, it is expected that 75% of the ABE students will attain 75% of the objectives in the final test.

The Affective Rating Scale--Adult Form (ARSAF) (see Appendix B for a copy) was used as a final examination for preschool parenting skills. Of the fourteen ABE students participating in the project, six were rated on the ARSAF. There were 18 items on the test, and appropriate ratings had to be given on fourteen or 75% of the items to attain the objective. Six ABE students were rated on the ARS and four of the six, or 66% passed 75% or more of the objectives. Based on these results, this objective was not met.

Among the ABE students who had no preschoolers in the program, five of seven, or 71% of these students passed 75% or more of the objectives.

4.1 Objective: To develop an incentive program to promote good attendance. To meet this objective, it is expected that an incentive program to promote good attendance would be developed. It was further expected that 75% of the parents and the kindergartners will attend 75% of the scheduled sessions.

Of the fourteen ABE students participating in the project, three or 22% of them met the standard of 75% attendance. Of the prekindergarten students, all of fourteen or 100% of these students met the standard of 75% attendance. This objective was met by the prekindergarten portion of the project, but was not met by the ABE portion of the program. Thus this objective was partially met.

While an incentive program to promote good attendance among the ABE students was developed, it appears that the particular incentives program used did not prove as effective as was necessary. The incentive program called for group recognition, certificates of good attendance and credit toward buying educational books and games for their children. Specifically, this program divided student attendance into four week periods. Students who achieved perfect attendance over a four-week period received a certificate for perfect attendance, an attendance button and $5.00 credit toward purchasing educational books and games. Four of the fourteen students achieved perfect attendance during the project, with one student achieving perfect attendance for six attendance periods.

The attendance of the preschool children participating in the project did meet the expectation. Since the attendance of all preschool students in the preschool programs met this same expectation, it is not clear if the parent involvement in this project is responsible for meeting this expectation.

TARGET POPULATION

The target population for this project was parents of preschool children who were deficient in literacy and parenting skills. Their children were also to be served in a preschool program. It was projected that approximately forty preschoolers and thirty adult learners would be served by this project.

The actual population that was served was comprised of thirty-three ABE students and thirty-five school age children. Only twenty-four ABE parents actually stayed in the program and received service. Of the thirty-five school age children, fourteen were preschool children, with the balance of the students in regular elementary grades.

OPERATION OF PROGRAM

The plan of operation called for the preschool children and their parents to all attend one program site. Because of the difficulty of recruiting enough parents and preschool children for one site, a second site was also developed. The original site was an elementary building within the School District of the City of Saginaw. The second site that was developed was a Head Start program that was operated by Saginaw Child Development Centers, Inc. Another change in the plan was to include parents with children other than preschoolers. Approximately one-half of the projected number of ABE parents and preschool children actually participated in the program.

The project activities were guided by the following goals and objectives:

1. GOAL: Increase basic skill levels of parents.

   1.1 Objective: Deliver reading, math, and MLRC instruction.

   1.2 Objective: Use tutors to assist ABE students.

2. GOAL: Develop school readiness of disadvantaged four-year-olds.

   2.1 Objective: Acquire school readiness skills in the areas of cognitive, psychomotor and affective development.

3. GOAL: Increase parenting skills.

   3.1 Objective: Develop parenting skills.

4. GOAL: Encourage attendance of parents and students.

   4.1 Objective: Develop an incentive program.

The project began as planned in September, 1989. Initial attempts to enroll the full number of project participants were limited by a number of factors. Most notably, because of the recent proliferation of preschool

programs, most eligible preschool students were already enrolled in some type of program. It was also difficult to find one central site where the adult participants could be schooled.

In response to these two situations, an amendment to the original project was made. The changes that were made included opening a second school site in an existing Head Start program and offering the project to ABE students who had older at-risk school-age children.

The educational services that were to be provided to the ABE students and their children were carried out as proposed. The ABE students received individual instruction in reading, math, Michigan Life Role Competencies (MLRC) and parenting skills. Their children received preschool services. The adults attended school for three hours per day, five days a week. Their children attended preschool for three hours per day, five days a week as well. The parents spent one day a week in their child's classroom, working with their child.

Complete records were kept of adult and child attendance. The planned activities for providing incentives for good attendance were carried out. Records were kept on the academic progress made by each participant.

The goal to establish a cadre of volunteer tutors and to have these volunteers serve the ABE students was never fully realized. Due to lack of interest on the students' part, the plan to have each student tutored weekly was not implemented. The level of tutoring actually provided was negligible.

The Evaluation Department for the School District of the City of Saginaw provided guidance for the project evaluation component by providing project personnel with evaluation data requirements, recording procedures and reporting forms.

EVALUATION

This evaluation was carried out in two phases, the process evaluation and the product evaluation. The process evaluation was an ongoing monitoring activity that took place during the functioning of the project and attempted to answer the question: "Is the project being implemented as planned?" The product evaluation was conducted at the end of the project and attempted to answer the question "Did the project have the outcomes or products that were intended?"

The process evaluation was beneficial in identifying a number of difficulties in the early phase of the project. These included the following: recruiting enough students from among the target population, finding one central site that could serve all participants, developing instruments for measuring project goals, and record keeping procedures for documentation purposes.

The product evaluation focused on the project outcomes and was helpful in assessing how each phase of the project performed in meeting the project goals. This phase of the evaluation helped to focus on the strengths and weaknesses of the project.

FINDINGS AND CONCLUSIONS

Based on the outcome measures related to project objectives, the overall project success can be questioned. Of the five project objectives, one was met, one partially met, and three were unmet. The chart below summaries these results.

OBJECTIVES	EVALUATION DESIGN	OBJECTIVE ATTAINMENT
1.1 Deliver reading, math, and MLRC instruction.	75% of the ABE students will attain 75% of their objectives.	No
1.2 Use tutors to assist ABE students.	ABE students will receive tutorial services one hour per week.	No
2.1 Acquire school readiness skills in cognitive, psychomotor and affective areas.	75% of the preschoolers will attain 75% of the PK-SCRT and ARS objectives.	Yes
3.1 Develop parenting skills.	75% of the ABE students will attain 75% of the objectives.	No
4.1 Develop incentive program to promote good attendance.	Both parents and prekindergarteners will attend 75% of the sessions.	Partial

The lack of success in holding some participants to the end of the project is due at least in part to the special needs of this high-risk population. Participant non-attendance was another major obstacle to success. This area again reflects this population's special needs. Problems in the areas of employment, transportation, babysitting, support from spouses and significant others, pregnancy and other health conditions all contributed to the relatively low success rate of participants. It is recommended that steps be taken to solve the transportation, day care and other needs that the participants display.

The project was designed to focus on the needs of ABE students and their preschool children. This limited the population to be served and made it difficult to find enough participants within one school's attendance area to maintain the project. It is recommended that one central location be established to serve as a school-site, but that ABE parents and their children be brought to this site from surrounding school attendance areas.

While the ABE parents as a group did not appear to do well in attaining the academic goals, they did successfully participate in their children's schooling. At-risk ABE parents and their school age students in any grades would appear to benefit from the type of training and support that these participants received. It is recommended that the project personnel examine the possibility of formalizing the participation of ABE parents in their children's classrooms at all grade levels.

While an incentive program to promote good attendance among the ABE students was developed, it would appear that the incentives program did not prove as effective as was necessary. The incentive program called for group recognition, certificates of good attendance and credit toward buying educational books and games for their children. It is recommended that a more effective incentives program be developed to improve the attendance of these ABE students.

It is clear that the evaluation of this project was hampered by a lack of data and in several cases, the wrong data, for drawing valid conclusions. It is recommended that the project staff be inserviced at the very beginning of the project and that everyone have a clear idea of what kind of information needs to be gathered for the evaluation of the project. Also, clear procedures for obtaining and documenting this information should be established and followed.

RECOMMENDATIONS FOR DISSEMINATION

The plan and the activities for this project have been presented to two state level conferences this year. One was Michigan Department of Education Adult Extended Learning Services Dissemination Conference. The second was the Michigan Adult Literacy Conference.

Plans at this time call for continuation of this project within the program of the school district.

PRODUCTS

As a result of the activities of this project and the evaluation of its outcomes, two instruments have been developed.

One instrument that was developed is an adaptation of the Affective Rating Scale (ARS), which is currently used in the Saginaw City Schools' preschool program to assess preschool students' ability to function affectively within the classroom setting. The adaptation is the Affective Rating Scale--Adult Form (ARSAF), which can be used to assess ABE students' ability to function effectively within the adult classroom setting (see Appendix B for a copy).

Another instrument that was developed was a cross reference index comparing the items on the Child Assessment Form (CAF) with the objectives on the PK-SORT (see Appendix A for a copy). This enables one to compare the outcomes using either form.

An incentive plan for encouraging good attendance was also developed. While the immediate effects of this incentive plan are questionable, there might be some utility for other projects being aware of its components.

BUDGET

The following budget is taken from the June 30, 1990 Responsibility Report. As such, it is unaudited and does not represent some final closeout costs.

	Budget	Current Expenditures	Year-to-Date Expenditures
CS Consultant	400.00	0.00	120.00
CS Leasing	5,000.00	0.00	3,675.00
Misc. Supplies	13,480.00	5,692.46	11,566.43
Salary Secretary	4,000.00	899.46	3,802.98
Office Supplies	100.00	0.00	130.17
CS Printing	500.00	3.84	493.00
CS Evaluation	3,000.00	784.44	1,650.81
Indirect Costs	869.00	117.21	442.04
Capital Outlay	1,000.00	637.06	1,187.88
Fixed Charges Supp.	840.00	89.81	610.84
TOTAL	29,189.00	8,224.28*	23,679.15

*Unaudited report - there are still some closeout costs to be included in the final budget report.

APPENDICES

MATCH OF PREKINDERGARTEN SAGINAW OBJECTIVE REFERENCED TEST (PK-SORT) TO LIKE ITEMS ON THE CHILD ASSESSMENT FORM (CAF).

PK-SORT	CHILD ASSESSMENT FORM
1. Properties of Object; i.e., shape, color, hardness (five senses).	88. Recognizes 8 basic colors: Red, Blue, Orange, Purple, Black, Brown, Yellow. 89. Recognizes four basic shapes: circle, square, triangle, rectangle. See Manual, page 14. 92. Names 8 basic colors: Red, Blue, Orange, Purple, Black, Brown, Yellow. 93. Names four basic shapes: circle, square, triangle, rectangle. Use Manual, page 16-19.
2. Social Knowledge (i.e., work roles).	72. (Questionable) Plays imaginatively; verbalizes appropriate language for character (doctor, mom, dad).
3. (Sub-Skill) One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections).	94. Can touch and count objects.
4. Transitive Relations (i.e., length, height, weight, shades, hardness).	82. Compares length by pointing to longer and shorter objects.
5. Temporal Ordering of Events	105. Can sequence a 3, 4, and 5 picture card story.
6. Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.).	61. Names objects in the environment.
7. Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.).	62. Responds with more than one word. 69. Speaks effectively in short conversations (stays on topic, answers appropriately).

(Continued)

PK-SORT	CHILD ASSESSMENT FORM
8. Expressive Language: Semantics (i.e., descriptors, modifiers, etc.).	62. Responds with more than one word. 63. Uses plurals. 64. Uses "ing" verb form. 65. Uses past tense ("ed") form. 66. Uses prepositions in speech.
9. Expressive Language: Plot Extension (i.e., predictions cause and effect, conclusions).	74. Tells simple story with details and logical sequence using picture cards. See Manual, p. 11.
10. Eye-Hand Coordination (Gross and Fine Motor and Manipulative).	107. Can string beads. 108. Can build a 5-6 block tower. 109. Can screw and unscrew jar lids. 110. Rolls clay balls. 111. Places wooden pegs in peg board. 112. Completes a four-piece puzzle. 113. Snips with scissors. 114. Can draw a vertical and horizontal line. 115. Can trace shapes using a template. 116. Draws a circle in imitation. 117. Copies a circle (see p. 38 of the Manual). 118. Draws a cross in imitation. 119. Copies a cross (see p. 38 of the Manual). 120. Completes a 6-piece puzzle. 121. Can cut on an 8-inch line. 122. Completes a 9-piece puzzle. 123. Can cut on a curved line. 124. Can cut out a 2-inch circle. 125. Can lace circles in a consistent pattern. 126. Draws a square in imitation. 127. Copies a square (see p. 40 of the Manual). 128. Draws a triangle in imitation. 129. Copies triangle (see p. 40 of the Manual). 130. Prints letters: Upper Case/Lower Case. 131. Jumps forward 5 times.

(Continued)

PK-SORT	CHILD ASSESSMENT FORM
10. (CONTINUED)	132. Walks backwards 5 steps. 133. Throws a bean bag in intended direction. 134. Jumps from 12 inches without falling. 135. Kicks a 10-inch ball when stationary. 136. Kicks a 10-inch ball when rolled. 137. Walks on tip toes for 5 consecutive steps. 138. Climbs a 3-foot A-frame climber. 139. Can somersault forward. 140. Walks up and down steps alternating feet. 141. Catches a 10-inch bounced ball using arms or body. 142. Catches a 6-inch ball when thrown using hands. 143. Balances on one foot for 10 seconds. 144. Walks balance beam forward using alternating feet. 145. Jumps over an object. 146. Hops on one foot at least 3 times. 147. Walks balance beam backwards using alternating feet. 148. Can gallop. 149. Catches bean bag with one or two hands. 150. Can skip. 151. Jumps rope.
11. Linear Order (i.e., straight lines, counting).	94. Can touch and count objects. 90. Can count by rote 1-10.

(Continued)

PK-SORT	CHILD ASSESSMENT FORM
12. Copying Specific Shapes (i.e., cutting, pantomine, drawing).	113. Snips with scissors. 114. Can draw a vertical and horizontal line. 116. Draws a circle in imitation. 117. Copies a circle (see p. 38 of the Manual). 118. Draws a cross in imitation. 119. Copies a cross (see p. 38 of the Manual). 121. Can cut on an 8-inch line. 123. Can cut on a curved line. 126. Draws a square in imitation. 127. Copies a square (see p. 40 of the Manual). 128. Draws a triangle in imitation. 129. Copies triangle (see p. 40 of the Manual).
13. Gross Motor Coordination	131. Jumps forward 5 times. 132. Walks backwards 5 steps. 133. Throws a bean bag in intended direction. 134. Jumps from 12 inches without falling. 135. Kicks a 10-inch ball when stationary. 136. Kicks a 10-inch ball when rolled. 137. Walks on tip toes for 5 consecutive steps. 138. Climbs a 3-foot A-frame climber. 139. Can somersault forward. 140. Walks up and down steps alternating feet. 141. Catches a 10-inch bounced ball using arms or body. 142. Catches a 6-inch ball when thrown using hands. 143. Balances on one foot for 10 seconds. 144. Walks balance beam forward using alternating feet. 145. Jumps over an object. 146. Hops on one foot at least 3 times. 147. Walks balance beam backwards using alternating feet. 148. Can gallop. 149. Catches bean bag with one or two hands. 150. Can skip. 151. Jumps rope.

(Continued)

PK-SORT	CHILD ASSESSMENT FORM
14- 16. Record of Parental Participation Being Maintained	

APPENDIX A

APPENDIX B

THE AFFECTIVE RATING SCALE -- ADULT FORM

Teacher: _____ **School:** _____
Date: _____

DIRECTIONS: Please circle one of the ratings (VF for "very frequently", F for "frequently", S for "sometimes", I for "infrequently", and VI for "very infrequently") for _____
(Student's Full Name)
on each of the following behavioral dimensions.

		VF	F	S	I	VI
1.	Selects other learners to work with	1	2	3	4	5
2.	Asks questions	1	2	3	4	5
3.	Initiates activities with others	1	2	3	4	5
4.	Explores books in classroom	1	2	3	4	5
5.	Trusts teacher	1	2	3	4	5
6.	Initiates interaction with teacher	1	2	3	4	5
7.	Completes assignments	1	2	3	4	5
8.	Seeks information from teacher	1	2	3	4	5
9.	Seeks information from peers	1	2	3	4	5
10.	Seeks teacher approval	1	2	3	4	5
11.	Interacts with other adult learners	1	2	3	4	5
12.	Stays with some activity for 10 minutes	1	2	3	4	5
13.	Exhibits inner control during observation	1	2	3	4	5
14.	Exhibits inner control without direction	1	2	3	4	5
15.	Brings past experiences into discussion	1	2	3	4	5
16.	Shows flexibility in use of materials	1	2	3	4	5
17.	Attempts new activities	1	2	3	4	5
18.	Tries new ways to tackle problems	1	2	3	4	5